

# Preliminary Humanities Stage 1

| LEVEL PRE                       | 0<br>TCE CREDIT POINTS |
|---------------------------------|------------------------|
| COURSE CODE                     | PRH005119              |
| COURSE SPAN                     | 2019 — 2023            |
| READING AND WRITING STANDARD    | NO                     |
| MATHEMATICS STANDARD            | NO                     |
| COMPUTERS AND INTERNET STANDARD | NO                     |

This course is current for 2022.

## This course is specifically designed for learners who require flexible and individualised programs

The skills, knowledge and understandings offered in this course will enable learners to move towards greater independence. Learners will experience a range of learning activities in a familiar context that will assist them to attend to and explore the world around them with as much independence as possible.

### Introduction to Preliminary to Level 1 courses

This course has been accredited under Section 55ZI of the Office of Tasmanian Assessment, Standards and Certification Act 2003 - Other education. 'Other education' is defined by the Act as including 'education specifically designed for a person with a disability'.

Section 55ZM of the Act requires that providers of this course issue qualifications to learners who achieve a Preliminary Achievement (PA) award or higher at any stage or size value. For further information and examples, see the Supporting Documents section of this course.

In addition to provider-issued qualifications, course providers may report learner results to the Office of TASC in late November each year using prescribed methods. Reported results will be used by TASC for inclusion on students' Qualification Certificates (QCs) and may form part of the evidence base for a Tasmanian Certificate of Educational Achievement (TCEA) for eligible learners.

Achievement in courses Preliminary to Level 1 does not contribute to the Tasmanian Certificate of Education (TCE). This allows for greater flexibility in regard to learner movement between stages and their learning time (reflected in variable size values for this course) than are available in Level 1 and higher senior secondary courses.

### Learners

The Preliminary to Level 1 suite of courses is designed for learners whose circumstances significantly impact their learning – in an ongoing manner or for extended periods of time.

These learners include:

- learners with disability as defined by the Disability Discrimination Act (DDA) 1992, whose disability requires educational adjustments to support access and participation in learning
- learners whose circumstances have significantly impacted their ability to attend school for extended periods of time or engage in courses with higher levels of complexity
- learners who require significant support for learning English as an additional language or dialect.

## Rationale

In a world that is increasingly culturally diverse and dynamically interconnected, it is important that learners come to understand their world, past and present, and develop a capacity to respond to challenges, now and in the future, in innovative, informed, personal and collective ways.

The study of Humanities plays an important role in harnessing learners' curiosity and imagination about the world they live in and empowers them to actively shape their lives; make reflective, informed decisions; value their belonging in a diverse and dynamic society; and positively contribute locally, nationally, regionally and globally.

In Preliminary Humanities, learners will develop their understanding of the community in which they live, the organisations and services that may meet their needs, and how to access a range of services.

This course is specifically designed for learners who require flexible and individualised programs. The skills, knowledge and understandings offered in this course will enable learners to move towards greater independence. Learners will experience a range of learning activities in a familiar context that will assist them to attend to and explore the world around them with as much independence as possible. Learning experiences in this course are designed to move learners from an emergent level of responding to a level where the response indicates intention.

## Aims

With coactive support, *Preliminary Humanities* aims to develop learners' abilities to:

- form a sense of identity through the study of their personal and community histories
- make sense of the world around them and their place within the local environment and community
- identify, locate and interact with key people, places, organisations and agencies in communities familiar to them
- select and use appropriate services to meet their needs
- to solve problems, make decisions and propose actions in relation to real-world events and issues
- engage and participate in community activities and events.

## Learning Outcomes

On successful completion of this course, learners will be able to:

- identify the objects, people, places and events that form their personal and community histories, and the ways in which these are commemorated
- use historical skills to gather information and construct a narrative about the past
- identify the location, features and purpose of personally significant places and activities
- use geographical skills to locate, access and use places and services in their local community
- attend to and implement some basic social rules.

## Stages of Learning at Preliminary to Level 1

This course focuses on progressing learners from a pre-intentional to intentional state. It encourages learners to develop their independence as they explore, participate and engage in the world around them. Expectations for learner achievement are set at four stages which are not associated with any set age or year level that links chronological age to cognitive progress. As learners progress through these stages the level of coactive support required decreases as they proceed towards becoming independent learners.

This document is **Stage 1** in four Stages of the course *Preliminary Humanities*.

### Stage 1

**At this stage learners experience a range of activities that will assist them to attend to and explore the world around them with as much independence as possible. Experiences are designed to move learners from a pre-intentional level of responding to a level where the response indicates beginning intention. Learners will need high levels of coactive support and focused attention from the provider to help them initiate and refine their responses. Learners demonstrate some awareness and recognition of familiar people and routine activities.**

### Stage 2

Learners at this level become less reliant on high levels of coactive support and become more reliant on verbal prompts and gestures to facilitate their learning. They begin to explore their world independently and engage in simple cause-and-effect play activities. Learners are able to focus on structured learning activities for short periods of time. They respond to familiar people and events and begin to use 'yes/no' responses.

## Stage 3

Learners at this level are less dependent on coactive support and respond more consistently to prompts and simple clear directions from the provider to support them in their learning. They are displaying the first signs of independence and becoming more peer focused. Learners participate in structured learning activities with others and they begin to use pictures, photos and objects to communicate personal interests and experiences. They start to use and link some familiar words and images to form a meaningful communication.

### Stage 4

With provider support and curriculum scaffolding, learners at this level participate cooperatively in group learning activities. They express their feelings, needs and choices in increasingly appropriate ways, and combine and sequence key words and images to communicate personal interests and to recount significant experiences. They indicate beginning understanding of social rules and expectations and are beginning to reflect on their own behaviour.

## Access

Learners can enter the course at any of the four stages depending upon their level of readiness or ability. Providers will determine the entry point for learners based on each learner's level of readiness.

All learners have a right to an education that meets their needs through full participation and engagement with learning. Providers enhance the quality of all students' learning through responsive and planned learning programs that optimise achievement using inclusive practices.

Learners will have access to appropriate resources such as professional support staff (or adult assistance), and equipment such as assistive technology or modified facilities, as required. The Disability Standards for Education, 2005 outline the obligations that educational providers must meet in supporting the needs of learners with disability through reasonable adjustments.

Adjustments include a range of supports and accommodations including but not limited to:

- supportive learning environments
- tailored delivery models
- visual and organisational supports
- multimodal learning and assessment opportunities
- varying levels of prompting and adult assistance.

**'Adjustment' does not mean the lowering or removal of standards but rather it means allowing learners appropriate means to demonstrate their learning and achievement against standards.**

In the instance of online, distance or flexible delivery, adjustments may be made in the delivery of the courses by providers to suit the individual student's learning environment. This may involve differentiation to reflect the resources readily available to the learner within their home or community.

## Pathways

This course is preparatory to *Personal Care Level 1*, *Community Access Level 1* and *You, Your Family and the Community Level 1*.

## Course Size And Complexity

This course has a complexity Preliminary to Level 1.

Each stage of the course has a size value of 5 or 10 or 15 depending upon learners' needs. A learner will undertake a minimum of 50 hours study in this course, through to a maximum of 150 hours dependent on learner needs.

There are many possible ways of combining the Stages of learning and the size value of 5 or 10 or 15 depending upon learners needs.

For example:

- A learner might study Preliminary to Level 1, Stage 3 of the course and complete it in 50 hours. This learner might then study Preliminary to Level 1, Stage 4 of the course and require 100 hours to achieve this. After successful completion, this learner might then undertake *You, Your Family and the Community Level 1* in the following year.
- In one year a learner might study Preliminary to Level 1, Stage 2 of the course and complete it in 50 hours. This learner might then also study Preliminary to Level 1, Stage 3 of the course and require 100 hours to achieve this.
- A learner may study Preliminary to Level 1 Stage 1 in 150 hours.

## **Course Description**

This course is organised into four sequential stages. Each stage includes a learning focus statement, key guiding questions and examples of student learning. Each stage is designed to accommodate a learner's level of readiness and reflects their stage of development. It may be likely that a learner may engage in only one stage of learning in their study of this course.

Using a practical skills-based approach, the learning program focuses on the learner's personal history, community organisations and local environment. Learning will take place in a limited range of highly familiar contexts, using concrete and immediate examples.

## **Course Structure**

This course is organised into four sequential stages. Learners can enter the course at any of the four stages depending upon their level of readiness or ability. Providers will determine the entry point for learners.

## **Course Delivery**

The sequence of delivery of the Stages is at the discretion of the provider. A personalised learning program will be developed for each learner, dependent on their needs. Not all learners will achieve all stages of the course content.

All content in each Stage is compulsory and must be completed.

The knowledge and understanding strand provides the content focus through which particular skills are to be developed. The Personal and Social Capability provides opportunities for learners to interact with others and to develop their interpersonal skills. It is expected that the three strands will be delivered in an integrated manner.

## Course Content

### STAGE 1: (50, 100 AND 150 HOURS)

This stage has a size value of 5, 10 or 15.

At Stage 1, the focus is on the present. Learners learn about themselves through stories, objects and artefacts such as photos and images.

Learners will develop an awareness of a place on a personal, local scale. They are supported to use their senses to explore the tangible characteristics of a significant place such as the sound, smell, feel of significant features, and environmental and human characteristics. Places will range in size from a part of a room or garden to community places.

The idea of a place, its purpose, features and location (a part of the concept of space) are introduced through personal experience and reinforced through the use of multisensory and multi modal texts, images, maps, photos and models. The emphasis in Stage 1 is on the significant places in which they live, and their reaction to them.

At Stage 1, the course focuses on enabling learners to react and engage with and to be socially receptive to others. Learners show emotions when reacting to people and events they experience. They begin to develop an understanding of themselves and their needs. Learners are provided with opportunities to interact with others and develop emotional bonds.

### Key questions:

- 'What is my name and what do I look like?'
- 'What people are familiar and support me?'
- 'What objects are familiar to me?'
- 'What do I experience in this place?'

### STRAND 1: KNOWLEDGE AND UNDERSTANDING

#### History

- who they are and what they look like
- the people in their family
- experience significant events and places
- how stories about them can be communicated, for example in photographs and multimedia.

#### Geography

- experience and react to the sensory elements of a place
- experience the distance and location of familiar places
- experience the purpose of or the special event/s of a space
- react to features and activities of a familiar place
- experience weather and seasons
- experience local area dreaming stories and country/places.

### STRAND 2: HUMANITIES AND SOCIAL SCIENCES SKILLS

#### History

- recognise personally significant objects from their childhood and from now
- explore a source that describes self or familiar person
- explore objects from the past and present
- experience narratives about a person.

#### Geography

- experience and react to a place and its features
- react to familiar places and activities
- experience places that are important for specific people and related activities
- experience geographical information by using their senses
- react to images or sensory elements which represent preferred personally significant places.

### STRAND 3: PERSONAL AND SOCIAL CAPABILITY

- react to people and express emotions
- identify significant objects and people and make a choice between alternatives to show what they like
- identify significant people by gesturing, vocalising or orienting towards them
- develop ability to focus attention on others and acknowledge their presence
- being supported to interact with others
- interact with another showing cooperation
- experience problems within everyday situations and assist to implement routine and accept assistance from familiar adults to manage problems.

## Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course.

The standard of achievement each learner attains on each criterion is recorded as a rating of 'C' (satisfactory standard) according to the outcomes specified in the standards section of the course document.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating. The 't' notation is not described in course standards.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Internal assessment of all criteria will be made by the provider. Assessment processes must gather evidence that clearly shows the match between individual learner performance, the standards of the course and the learner's award.

## NOTATION ON EVIDENCE OF LEARNING

Some of the criteria standard elements use the terms reacting, responding and recognising.

In the context of this preliminary level course reacting/responding might be defined as:

- an intentional repeatable and observable behaviour that can be interpreted simply, objectively and conclusively.

In the context of this preliminary level course recognising might be defined as:

- intentionally signalling identification of (someone or something) through gesture, facial expression or sound from having encountered them before.

## Quality Assurance Process

Each provider is responsible for ensuring the integrity and validity of their assessment results against the requirements of the course, including standards, and for maintaining records and documentation that will demonstrate the integrity, accuracy and validity of the award decisions they make each year.

Under Section 55ZN of the Office of Tasmanian Assessment, Standards and Certification Act 2003, TASC may give a provider written direction regarding the provision and assessment of an accredited other education course.

## Criteria

The assessment of *Preliminary Humanities* Stage 1 will be based on whether the learner can:

1. identify personal and community histories
2. use historical skills
3. identify the location, features and purposes of places
4. use geographical skills
5. use basic social rules.

## Standards

### Criterion 1: identify personal and community histories

The learner :

| Rating C   |
|--|
| responds to own name   |
| recognises and reacts to objects and places of personal significance |
| reacts to personally significant events that are celebrated.         |

### Criterion 2: use historical skills

The learner :

| Rating C   |
|--|
| explores and reacts to a source* that describes themselves                       |
| indicates what step was first in a routine daily event                           |
| reacts to stories, images and representations of themselves and familiar events. |

\*Such as a photograph, footage, object or simple text

### Criterion 3: identify the location, features and purposes of places

The learner :

| Rating C                                     |
|--|
| reacts to images of places routinely visited |
| reacts to weather and seasons.               |

### Criterion 4: use geographical skills

The learner :

| Rating C  |
|---|
| recognises personally significant places  |
| reacts to images, photos, models or multimodal representations of familiar places |
| reacts to movement between familiar places in school.                             |

### Criterion 5: use basic social rules.

The learner :

| Rating C |
|----------|
|          |

|  |
|--|
| accepts assistance from a familiar adult when faced with a problem |
| responds to and follows instructions requiring safe behaviour      |
| responds to others modelling cooperation.                          |

### Qualifications Available

*Preliminary Humanities* Preliminary, Preliminary to Level 1: Stage 1, 2, 3 or 4 (with the award of):

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT.

### Award Requirements

The final award for *Preliminary Humanities* Stage 1 will be determined by the provider from five (5) ratings.

The minimum requirements for an award in this course are as follows:

Satisfactory Achievement (SA)

5 'C' ratings

Preliminary Achievement (PA)

2 'C' ratings

### Course Evaluation

The Department of Education's Curriculum Services will develop and regularly revise the curriculum. This evaluation will be informed by the experience of the course's implementation, delivery and assessment. **In addition, stakeholders may request Curriculum Services to review a particular aspect of an accredited course.**

### Course Developer

The Department of Education acknowledges the significant leadership of Wendy Frost in the development of this course.

### Accreditation

The accreditation period for this course is from 1 January 2019 until 31 December 2023.

During the accreditation period required amendments can be considered via established processes.

Should outcomes of the Years 9-12 Review process find this course unsuitable for inclusion in the Tasmanian curriculum, its accreditation may be cancelled. Any such cancellation would not occur during an academic year.

### Version History

Version 1.0 Accredited on 4 December 2018 for use from 1 January 2019.

## Appendix 1

### 1. GLOSSARY OF VERBS

|                |  |
|----------------|--|
| attends to     | take notice  |
| categorise     | sort items into distinct groups with common elements   |
| choose         | decide or select the most suitable from a number of different options  |
| communicate    | to impart knowledge of something through words, gestures or other non-verbal means   |
| co-construct   | to build or form by putting together parts alongside another person or with someone's assistance   |
| construct      | to build or form by putting together parts   |
| create         | make something   |
| explore        | investigate, search for  |
| identify       | recognise and name or indicate who or what someone or something is.  |
| indicates      | shows through verbal or non-verbal means   |
| family         | can be either direct family members (mum, dad, siblings or other significant people)   |
| label          | identify by placing a name or word used to describe the object or thing  |
| react          | a reaction or response is a deliberate, repeatable and observable behaviour that can be interpreted simply, objectively and conclusively |
| recognise      | be aware of or acknowledge.  |
| represent      | to express as a word, symbol or the like   |
| respond to     | provide an answer; reply   |
| select         | choose in preference to another or others.   |
| sequence       | arrange in order   |
| show           | give information; illustrate   |
| subject matter | refers to the topic or theme under consideration   |
| understand     | perceive what is meant, grasp an idea, and to be thoroughly familiar with  |

## 2. GLOSSARY

|   |  |
|---|--|
| artefact  | object made and used by human beings   |
| chronology  | places, events and dates arranged in historical time order   |
| community   | an identifiable group interacting on the basis of shared origins or interests  |
| Country<br>(Aboriginal and<br>Torres Strait<br>Islander<br>peoples) | a Country is a space mapped out by physical or intangible boundaries that individuals or groups of Aboriginal Peoples occupy and regard as their own. It is a space with varying degrees of spirituality |
| culture   | the customs, habits, beliefs, social organisation and ways of life that characterise different groups and communities  |
| data  | refers to conditions, ideas, or objects in a raw or unprocessed form that are directly recorded, they can be quantitative or qualitative. For example: observations of weather                           |
| environment   | The living and non-living physical elements of the Earth's surface and atmosphere; can also include the build environment  |
| Information and<br>communication<br>technology (ICT)                | technology used to handle information and assist communication   |
| local area  | the area around the learner's home or school that can be explored in a few hours   |
| narrative   | a way of making sense of the past based on a selection of events   |
| oral history  | people's spoken recollections of the past, recorded through an audio or video interview  |
| primary source<br>(History)   | objects and documents created or written during the time being investigated  |
| primary source<br>(Geography)                                       | sources that have been unprocessed; may include original information and data collected by the student, for example measurements, observations and images from a field trip                              |
| secondary<br>source (History)                                       | accounts about the past that were created after the time being investigated and which often use or refer to primary sources and present a particular interpretation                                      |
| secondary<br>source   | sources of data and information that have been collected, processed, interpreted and published by others, for example census data, newspaper   |

|             |   |
|-------------|---|
| (Geography) | articles  |
| space       | A geographical concept that includes location, spatial distributions and organisation of space, for example the location, size and physical features of the classroom |

#### Line Of Sight

| Learning Outcome   | Criterion  | Content  | Criterion and elements |
|--|--|----------|------------------------|
| <ul style="list-style-type: none"> <li>identify the objects, people, places and events that form their personal and community histories, and the ways in which these are commemorated</li> </ul> | Criterion 1 – identify personal and community histories              | Strand 1 | C1 E1, 2, 3            |
| <ul style="list-style-type: none"> <li>use historical skills to gather information and construct a narrative about the past</li> </ul>   | Criterion 2 – use historical skills                                  | Strand 2 | C2 E1, 2, 3            |
| <ul style="list-style-type: none"> <li>identify the location, features and purpose of personally significant places and activities</li> </ul>  | Criterion 3 – identify the location, features and purposes of places | Strand 1 | C3 E1, 2               |
| <ul style="list-style-type: none"> <li>use geographical skills to locate, access and use places and services in their local community</li> </ul>   | Criterion 4 – use geographical skills                                | Strand 2 | C4 E1, 2, 3            |
| <ul style="list-style-type: none"> <li>attend to and implement some basic social rules</li> </ul>  | Criterion 5 – use basic social skills                                | Strand 3 | C5 E1, 2, 3            |

#### Supporting documents including external assessment material

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[Preliminary Qualifications Issuing Information.pdf](#) (2019-01-07 12:34pm AEDT)